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ABSTRACT

The aim of this collection is to present "state of the art" papers in language curriculum studies by writers who have been actively involved in shaping theory in the field and who, between them, have applied that theory in almost every part of the world and in a variety of contexts. Papers include the following: "A Decision-Making Framework for the Coherent Language Curriculum" (Robert Keith Johnson); "Syllabus Design, Curriculum Development and Polity Determination" (Theodore S. Rodgers); "DES-IMPL-EVALU-IGN" An Evaluator's Checklist" (Peter Hargreaves); "Needs Assessment in Language Programming: From Theory to Practice" (Richard Berwick); "The Role of Needs Analysis in Adult ESL Programme Design" (Geoffrey Brindley); "Service English Programme Design and Opportunity Cost" (John Swales); "Faculty Development for Language Programs" (Martha C. Pennington); "The Evolution of a Teacher Training Programme" (Michael Breen, Chris Candlin, Leni Dam, and Gerd Gabrielsen); "Appropriate Design: The Internal Organisation of Course Units" (Graham Low); "Beyond Language Learning: Perspectives on Materials Design" (Andrew Littlejohn and Scott Windeatt); "Hidden Agendas: The Role of the Learner in Programme Implementation" (David Nunan); "The Evaluation Cycle for Language Learning Tasks" (Michael Breen); "Seeing the Wood AND the Trees: Some Thoughts on Language Teaching Analysis" (H. H. Stern); "Language Program Evaluation: A Synthesis of Existing Possibilities" (James Dean Brown); "The Development and Use of Criterion-Referenced Tests of Language Ability in Language Program Evaluation" (Lyle F. Bachman); "Mastery Decisions in Program Evaluation" (Thom Hudson); and "Tailoring the Evaluation to Fit the Context" (Warwick B. Elley). (LB)

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